

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Program Planning for Life Enrichment
CODE NO. : GER213 **SEMESTER:** 3
PROGRAM: Community Gerontology
AUTHOR: Nancy McClelland
DATE: Sept/2000 **PREVIOUS OUTLINE DATED:** Sept/98
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

Programs planned with an holistic approach to health and wellness will be designed to improve the well being of individuals and communities by providing seniors with the skills, resources and support needed to undertake and maintain positive lifestyle changes. This course will provide the student with underlying principles and practices used in effective teaching and learning situations and prepare the student to implement program planning in the fieldwork placement.

II. LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1. Define Gerontological program planning including social, educational, intellectual, emotional, spiritual, cultural and physical types of programs, etc.
2. Identify steps and stages of Community Program Planning and Development; needs assessments, questionnaires, proposal writing, interpretation of results, goal setting, plans and options, fundraising, scheduling, staffing, supplies and facilities required, publicity and PR, basic budget essentials, implementation steps, recording and reporting, evaluation.
3. Develop programs based on questionnaire findings and design social and recreational programs that will motivate seniors to become involved either community based or institutional.
4. Identify how programs can be adapted to various client groups, the well elderly or the frail elderly.
5. Identify key players involved in program planning and development in the community and organizational system/area.
6. Utilize adult teaching and learning strategies and describe learning as a method of change.
7. Develop measurable program/activity objectives, plan and implement a wide range of activities.
8. Work effectively with staff, volunteers and clients in planning, implementing and evaluating programs.
9. Objectively evaluate programs and respond to evaluation recommendations.

III. TOPICS:

1. Gerontological Program Planning
2. Assessing Older Adults Needs and Preferences
3. Motivation Element
4. Program Objectives, Planning
5. Program Development and Proposal Writing
6. Fundraising and Program Implementation
7. Principles of Adult Learning
8. Choosing and Using Learning Aids
9. Key Players in Program Planning
10. Program Evaluation

IV. LEARNING ACTIVITIES:**PART A: GERONTOLOGICAL PROGRAM PLANNING**

1. Define program planning.
2. Examine the concepts of recreation and leisure and retirement.
3. Itemize the societal and individual rewards inherent in recreation type programs.
4. Brainstorm recreational options for older adults and then with specific client groups of seniors.
5. Identify gerontological program planning ideas in terms of the following types of programs:
 - a) social
 - b) education
 - c) intellectual
 - d) emotional See attached list to help you begin!
 - e) spiritual
 - f) cultural
 - g) physical
6. Compare and contrast your lists for objectives 4 and 5.
7. Review identified lists of programmes and differentiate between:
 - Institutional-based programmes
 - Community-based programmes
 - Programmes for the well elderly and frail older adult
 - Programmes that focus on meeting mental, social and/or physical needs
 - Programmes that meet physical needs, cultural, educational and/or spiritual needs
8. Identify a short list of social recreational programmes and describe how to adapt each programmed activities to various client groups (well older adult to frail elderly).

PART A: ATTACHED LIST**Ideas for Physical Activities**

- aquatic programs
- biking
- fitness/exercises
- walking clubs
- shuffleboard
- basketball
- ringtoss
- parachute
- bean bag
- table tennis
- Basket Work

Arts & Crafts/Hobbies

- Horticultural
 indoor, outdoor
- Leatherwork
- Sewing
- Needlework
- Photography
- Woodworking
- Art/Painting
- Ceramics
- Rug Hooking

IV. LEARNING ACTIVITIES:

PART A: ATTACHED LIST

Cultural/Educational Programs

- Concerts
- Instructional Dance
Line Dancing
- Nature Walk
- Home Repair Workshop
- Current Event/Discussion
- Retirement Planning Programs
- Drama Club
- Quiz Groups/Trivial Pursuit
- Elderhostel
- Bible Study Club

Social Recreational

- Telephone Reassurance
- Reminiscences
- Writing Groups
- Pubs and Special Themes
- Dances
- Music Listening Groups
 - Bill Bond
- Choir
- Pet Therapy
- Baking
- Wheels to Meals

Travel

- Fishing
- Camping
- Travel Clubs
- Arts Appreciation
- Mini Vacation
- Inter-Home Exchange

PART B: STEPS AND STAGES OF COMMUNITY PROGRAMME PLANNING AND DEVELOPMENT

1. Identify why a questionnaire should be constructed and implemented to assess clients needs before programs are developed and implemented.
2. Effectively implement a questionnaire and interpret the respective results accurately.
3. Develop proposals and programs based on questionnaire findings.
4. Demonstrate ability to transfer written details of a plan into actual action.
5. Actively participate in programs developed for your clientele.

IV. LEARNING ACTIVITIES:

PART C: MOTIVATION

1. Identify and explain factors considered to motivate older adults to participate in social/recreations program.
2. Explain how human needs are met through participation in recreation type programs.
3. Identify programs of a social recreation nature where seniors feel motivated to become involved. Consider program for different levels of wellness.
4. Discuss the need to respect the protestant work ethic and recognize why some individuals do not pursue recreational events.

D: PROGRAM OBJECTIVES, PLANNING AND IMPLEMENTING

1. Develop measurable program/activity objectives that can be easily evaluated.
2. Identify how to plan, develop and implement a wide range of activity programmes.
3. Describe and explain the physical, spiritual, social and emotional benefits of each type of programme (Heywood).
4. Identify key components of program design:
 - a) program scheduling
 - b) personnel
 - c) materials
 - d) facilities
 - e) program options
 - f) publicity and PR
 - g) program records/attendance
 - h) statistics
 - i) fundraising, one time and on going
5. Develop a program schedule of activation for implementation in either a community-based setting or institutional setting.
6. Identify the types of supplies required for this programme.
7. Create a basic budget for this activity/programme.
8. Modify the type of programme to meet different client physical and cognitive capabilities.
9. Work effectively with staff, volunteers and clients in planning and implementing programmes.
10. Demonstrate, design or adapt equipment and the environment to make it friendly and least restrictive.
11. Demonstrate ability to take all programs design factors into account when planning and implementing programs.
12. Modify programmes according to limitations of design components ex. limited budget for materials.
13. Discuss the fact that some programs will prove to be more successful than others.

IV. LEARNING ACTIVITIES:

PART E: PRINCIPLES OF ADULT LEARNING AND DESIGNING AN ACTIVITY

1. Identify principles of adult learning.
 - a) active participation
 - b) meaning fullness
 - c) feedback
 - d) identifying content
 - e) sequencing the content by topic
 - f) selecting learning activities
 - g) instruction sequence
2. In a simple demonstration, apply these principles ex. how to peel an orange with probe stick.
3. Determine criteria which helps to select media for teaching/learning activities.
4. Brainstorm the multistudies of instructional aids available for use in teaching/learning activities.
5. Review general rules for using/before use of certain instructional aids.

PART F: KEY PLAYERS IN PROGRAM PLANNING

1. Identify and learn to recognize key players within institutions, communities and beyond who contribute to program planning and development.
 - ex. activity/recreation therapists
 - ex. program planners
 - City Hall-Parks & Recreation
 - volunteers
 - boards/commissions
 - government representation (COMSOC)
2. Examine successful approaches to program planning through joint ventures and partnerships.
3. Discuss the realities of collaboration and coordination in program planning.

PART G: PROGRAM EVALUATION

1. Identify rationale for evaluation of programmes.
2. Develop an evaluation tool to objectively evaluate recreation programs.
3. Demonstrate how to communicate evaluation results.
4. Respond effectively to evaluation recommendations.
5. Terminate programs when they no longer are needed.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Program Planning Guide for Health Professionals, Dept. of Adult Education and Division of Continuing Education in Health Sciences UBC.

Zgola, J. M. Doing Things John Hopkins University Press, US. 1987

optional Activity Planning for Elderly by Crepeau

VI. EVALUATION PROCESS/GRADING SYSTEM:

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 3.75 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| R (Repeat) | 59% or below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field placement or non-graded subject areas. | |
| U | Unsatisfactory achievement in field placement or non-graded subject areas. | |
| X | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>). | |
| NR | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades. | |

VII. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.